

My name is Laura Carl, I am a parent member of Decoding Dyslexia-CT, a grassroots movement aimed to support students with Dyslexia and I am a resident in the Town of Barkhamsted.

I am in support of Senate Bill 317, however, I do not feel that it addresses the time teachers need to prepare or comprehend the area of literacy to meet the needs of a student with Dyslexia.

I respectfully request that Senate Bill 317 be amended and require all remedial reading coursework be aligned with structured literacy, evidence based interventions and to the IDA Knowledge & Practice Standards for Teachers of Reading.

One of the requirements for teachers applying for a remedial reading endorsement is to complete a course in Dyslexia. I have 2 college degrees, successfully completed the 15 hour, Wilson Reading System Introductory workshop at my own expense of \$589.00 and am the mother of two Dyslexic children ages 10 & 6. In no way is a single course enough time to learn content or even grasp Dyslexia let alone educate children that have this disability.

Sally & Bennett Shaywitz, Co-Directors of the Yale Center for Dyslexia and Creativity provided written and oral testimony in 2015 in support of SB 1054, wherein they stated: "We must replace anecdotal and common, but, non-evidence based practices, with those that are proven, that is, they are evidence-based. Schools of education must ensure that aspiring teachers are taught evidence-based methods to teach reading and have monitored experience demonstrating that they are effective in implementing these methods."

For four years my son, Nicholas struggled in a school system of educators that are spinning their wheels. Last year in grade 3 Nicholas was reading at a 1st grade level, he was emotionally defeated in every subject. Failure to properly educate the professionals that are hired to teach our Dyslexic children to read will only result in continued failure for our children.

If we do not address teacher preparation within IHE in the area of literacy, we will continue to see the need to invest millions of dollars to train teachers at the district level, because higher education has failed to do so. This must be a two-prong approach (1) district initiatives and (2) quality higher education teacher preparation to see any type of systemic sustainable changes in the area of literacy.

As a family we have been fortunate to seek the intervention Nicholas so desperately needed & we will do the same for our daughter Audriana. However so many parents have reached out to me over the years because they are grasping at straws to obtain early identification & evidence based interventions for their children. Teachers within the State of Connecticut are not prepared to meet the needs of students with Dyslexia. By their own account many of them had never even sat through a Professional Development day until HB 1054 was passed!

I beg you today please intervene & break this perpetual cycle of "we don't know what we don't know" because by adding evidence based structured literacy interventions into all remedial reading coursework, it teaches us the public, parents & educators that you do know. That you have come to understand the "content" that surrounds Dyslexia just enough to know that you can make the change.

Respectfully submitted,  
Laura M. Carl  
Parent/Advocate  
Decoding Dyslexia-CT